

Exploring Teaching as a Profession  
Spring 1998 05:300:200:Sections 01/02  
Kimberly Scott, Instructor  
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### Course Description

This class is intended to introduce students to the educational field. The theme is teaching and learning of elementary and secondary public school students. This topic will be investigated through regular class discussions, writing assignments and group projects. We will examine this subject in three contexts.

The first portion of the course will question our preconceived notions of education. The second section will identify educational actors and their voices. By the conclusion, contemporary issues concerning education will be addressed. Overall, the course attempts to expand your vision of schooling in America through self-reflective and analytical methods.

### Books

The following three books can be purchased at **Rutgers Bookstore**. There is also a **packet of articles** that you must buy (**at Pequod-directions will be given**)

Delpit, Lisa. Other People's Children. New York: New Press, 1995.

Paley, Vivian. White Teacher. Cambridge: Harvard University Press, 1979.

Pauly, Edward. The Classroom Crucible. USA, Basic Books, 1991.

### Course Requirements

1. **Class attendance and participation** are crucial to your success in this course. **Therefore, you must keep up with the readings!** Also, I realize that many of you enjoy speaking in front of the class. Therefore, I will call on each person randomly, several times throughout the semester, to give an **oral presentation of an assignment**. The presentation should be no longer than **7 minutes** and consist of a critical interpretation of the reading assigned for that class. Be prepared at all times because your oral report as well as your **quality driven class remarks** will count.

**Both** journals must be **typed**, double-spaced, and professionally presented. Considering most of you will be paired in your classroom visits, you can opt to work with your partner on each paper. Each written account should be **5-10 pages** in length.

5. There will be **two projects** in the form of verbal presentations. You will work in groups. More details will be given in class.

### **Distribution of Grades**

Oral Presentations/Class attendance.....25%  
All four hypothetical responses.....25%  
Both journals.....25%  
Group presentations.....25%

**In other words, all work for this class is evenly weighted.**

## Assignment Schedule

| Date    | Class Discussion                     | For next mtg.                                  |
|---------|--------------------------------------|------------------------------------------------|
| 1/2/98  | Intro; syllabus                      | rd. Dollasse article                           |
| 1/26/98 | Good Teachers: Who are They?         | rd. Nazario article                            |
| 1/28/98 | Teachers are People Too              | rd. Dewey                                      |
| 1/30/98 | MEETING 9:30-12:00 BUSCH CAMPUS CNTR |                                                |
| 2/2/98  | What's So Hard About Teaching?       | rd. Purposes of Public Schooling               |
| 2/4/98  | Miss Crabtree to Mr. Chips           | rd. Ayers article; Hypo #1                     |
| 2/9/98  | Teachers' Stories                    | rd. Giroux article                             |
| 2/11/98 | Teachers and Power; Film             | rd. Dunn article; rd. Curry article            |
| 2/16/98 | Learning in Schools I                | rd. Slavin article                             |
| 2/18/98 | Learning in Schools II               | rd. Jackson article                            |
| 2/23/98 | Learning Outside of School           | rd. Ch.1-2 in CC (Classroom Crucible); Hypo #2 |

## Assignment Schedule

|                                  |                                          |
|----------------------------------|------------------------------------------|
| 2/25/98 Pros and Cons            | rd. ch.3-4 in CC                         |
| 3/2/98 More Stories              | Project #1                               |
| 3/4/98 Project #1 Presented      | rd. ch.4-5 in CC                         |
| 3/9/98 Teachers in Films and Pop | rd. ch.5-6; Journal #1                   |
| 3/11/98 Open                     | rd. Nikola-Lisa article                  |
| 3/23/98 What Children See        | rd. Hatcher and Troyna article           |
| 3/25/98 From the Mouths of Babes | rd. Foreward-ch.5 in White Teacher (WT)  |
| 3/30/98 Open                     | rd. ch.6-9 WT; Hypo #3                   |
| 4/1/98 Parents in School         | rd. ch. 10-14 in WT                      |
| 4/6/98 Play                      | rd. Ed. in a Multicultural Society in OP |
| 4/8/98 Multicultural Education   | rd. McLaren article                      |

## Assignment Schedule

|         |                             |                                              |
|---------|-----------------------------|----------------------------------------------|
| 4/13/98 | Critical Practices          | rd. George Washington article; Hypo #4       |
| 4/15/98 | More Pedagogy               | rd. Kozol                                    |
| 4/20/98 | Equity; Film                | rd. Cummins                                  |
| 4/22/98 | Empowerment                 | rd. Intro. and "The Silenced Dialogue" in OP |
| 4/27/98 | Transformative Intellectual | rd. Language, Diversity and Learning in OP   |
| 4/29/98 | Open                        | rd. Hello-Grandfather in OP; Project #2      |
| 5/4/98  | Project #2 Presented        |                                              |
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